

# Students' Book Contents

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# 1 Friends

## Overview

<b>Lead-in</b>	<b>Vocabulary:</b> Relationships
<b>1.1</b>	<p><b>Can do:</b> Encourage further conversation by expressing interest in what is said</p> <p><b>Grammar:</b> Auxiliary verbs (<i>do, be, have</i>)</p> <p><b>Speaking and Pronunciation:</b> Intonation in echo questions</p> <p><b>Reading:</b> Not in my culture ...</p> <p><b>Listening:</b> Unusual hobbies</p>
<b>1.2</b>	<p><b>Can do:</b> Start a conversation with a stranger</p> <p><b>Grammar:</b> Present Simple and Present Continuous</p> <p><b>Vocabulary:</b> Personality</p> <p><b>Speaking and Pronunciation:</b> Sounds and spelling: 'ea'</p> <p><b>How to...</b> start a conversation with a stranger</p> <p><b>Reading:</b> How many friends should you have?</p> <p><b>Listening:</b> A best friend</p>
<b>1.3</b>	<p><b>Can do:</b> Retell a simple narrative in your own words</p> <p><b>Grammar:</b> Present Perfect Simple and Past Simple</p> <p><b>Vocabulary:</b> Arguing</p> <p><b>Reading:</b> Brotherly love?</p> <p><b>Listening:</b> Falling out with someone</p>
<b>Vocabulary</b>	Phrasal verbs
<b>Communication</b>	Describe a friend
<b>Writing bank</b>	Write a semi-formal email, introduce yourself
	<b>How to...</b> write informal and semi-formal emails
<b>Extra resources</b>	ActiveTeach and ActiveBook

### CEFR Can do objectives

- 1.1** Encourage further conversation by expressing interest in what is said
- 1.2** Start a conversation with a stranger
- 1.3** Retell a simple narrative in your own words
- Communication** Describe a friend
- Writing bank** Write a semi-formal email, introduce yourself

### CEFR Portfolio ideas

- a)** Write an Internet dialogue with a friend. Keep the conversation going by using echo questions.
- b)** In groups of four, roleplay a party situation where you are meeting and introducing new friends and record it on video.
- c)** Write a short story about a strange experience you have had. Try to use as many time expressions as possible.
- d)** Imagine you are registering your friend for a dating agency. Prepare a video introduction about your friend. Make sure you make it as positive as possible.

## Lead-in

### OPTIONAL WARMER

Ask Ss to write their own name in the centre of a piece of paper. They then choose a maximum of six family and friends' names. Ask Ss to write close friends or family near their name and other names further away.

- 1** ► Put Ss in pairs to tell each other if they have ever been in situations like the ones shown in the photos. Ss discuss what types of relationships the photos show. Get feedback from the class.

### Answers

Main photo: old/best/close friends  
 Top photo: colleagues, manager and employee  
 Middle photo: husband, wife  
 Bottom photo: colleagues, friends, acquaintances

- 2** ► In pairs, Ss put the words into four groups. If there are any words the Ss don't know, encourage them to explain them to each other. Check the answers with the whole class. Practise saying any words which the Ss find difficult to pronounce.

### Suggested answers

- a) boss, classmate, colleague  
 b) father-in-law, husband, stepmother  
 c) acquaintance, best friend, close friend, ex-girlfriend, friend of a friend, old friend  
 d) stranger, team-mate

- Ask Ss to add any more words they know to each group. Go round and monitor to check correct spelling. Get feedback from the whole class and write Ss' words on the board.

- 3** ► Tell Ss to cover column B of the table. In pairs, they read column A of the table and discuss what the phrases in **bold** mean. Get feedback from various Ss. Ss uncover column B of the table and match the **bold** phrases from A with the definitions from B. Check the answers with the class and elicit more example sentences.

### Answers

1	<b>h</b>	3	<b>e</b>	5	<b>c</b>	7	<b>f</b>
2	<b>d</b>	4	<b>a</b>	6	<b>b</b>	8	<b>g</b>

- 4** ► Ss look back at the words from the box in exercise 2. Ask them to write down four people they know and choose four adjectives for each person. Put Ss in pairs to describe their relationships with the people they chose. Monitor and assist where necessary. Write an example on the board: *I get on really well with my boss. He's really funny and outgoing.* Get feedback from the whole class and write examples on the board.

## 1.1 A lot in common?

In this lesson, Ss discover what they know about unusual hobbies and use phrasal verbs to find out about each other's spare-time activities. They then listen to unusual hobbies and study the use of auxiliary verbs in the listening. After practising how to pronounce echo questions, Ss complete the lesson by finding out what they have in common with their class colleagues.

### Speaking and listening

**1** ► Put students in pairs to match the hobbies (1–5) with the photos (A–E). Check the answers with the whole class. Ask if any Ss do these activities and elicit what they know about them.

#### Answers

1 E      2 C      3 D      4 A      5 B

**2a** ► Focus Ss' attention on the gapped sentences 1–10. In pairs, Ss complete the gaps with the correct prepositions from the box. Let Ss compare their answers with a different partner and then check the answers with the whole class.

#### Answers

	4 on	8 in
1 about	5 about	9 to
2 for	6 on	10 in
3 at	7 about	

**b** ► Divide the class into groups of three or four. In their groups, Ss choose five of the questions in exercise 2a to ask other Ss in the class. Put Ss in pairs so they are working with a partner from a different group. Ss write down what they think their partner's answers will be.

**c** ► Ss ask each other their questions and write down the answers. Get feedback from various students.

**3a** ►  <sup>1.2</sup> Focus Ss' attention on the questions from exercise 2a. Play the recording. Ss listen and make notes of the questions that each speaker answers. Ss compare their answers in pairs. Draw a table on the board with four columns. In the first column, write the numbers of the speakers. In the second column, write the question that each speaker answers.

#### Answers

	Dialogue 3 – question 6
Dialogue 1 – question 3	Dialogue 4 – question 8
Dialogue 2 – question 9	Dialogue 5 – question 4

**b** ► Elicit the key words from the Ss and write them in the third column of the table on the board.

#### Answers

Dialogue 1 – juggling  
Dialogue 2 – astronomy (daughter not speaker)  
Dialogue 3 – snowkiting  
Dialogue 4 – Chinese  
Dialogue 5 – sudoku

**c** ► Play the recording again and ask Ss to take notes. Ss compare their answers in pairs. Check the answers with the whole class and complete the final column of the table.

#### Answers (Final Table on the board):

Question	Key word	More information
3	juggling	can juggle with five balls; can't juggle with plates
9	astronomy	studies stars and planets; has an expensive telescope
6	snowkiting	kite attached to board; terrifying; does it once a year.
8	Chinese	learning Mandarin and t'ai chi (a kind of martial art)
4	sudoku	Japanese number puzzle; all lines and boxes must include every number between 1 and 9

**4** ► Put Ss into pairs. Give Ss a few minutes to talk about any unusual hobbies or activities they have tried. Get feedback from the whole class.

#### OPTIONAL VARIATION

Ss individually think of an unusual hobby or activity that they have tried. Then, in pairs, Ss ask each other a maximum of twenty questions to try and guess what the activity or hobby is. Ss can only answer 'yes' or 'no'. The best examples can then be used in a class activity.

#### OPTIONAL EXTENSION

Ss prepare a poster presentation of an unusual hobby or activity that other Ss might not know much about.

## Grammar | auxiliary verbs (do, be, have)

#### OPTIONAL WARMER

Tell Ss a hobby or sport that you do. Write the following two options next to each other at the bottom of the board. 1 The number of times you do the hobby/sport a week, e.g. *Two or three times a week.* 2 *No, I don't.* In pairs, Ss think of questions they can ask you to give these two answers. Elicit the Ss' questions and write correct questions above each answer. Elicit/teach the difference between the two questions. (1 is a *Wh-* question and 2 is a *Yes/No* question.) Focus Ss' attention on answer 2 and explain that it is a short answer. Elicit the verb that is used from the question. Explain that it is a negative answer and elicit/teach the negative verbs used in first and third person for the Present, Past and Present Perfect. At this stage, don't discuss auxiliaries.

**5a** ▶ Ask Ss: *What are auxiliary verbs? (do, be, have) and Why do we use them? (they are used as helping verbs, e.g. in the present perfect, past perfect and, continuous tenses; in the passive form and for questions, negatives and question tags).* Ss then add auxiliary verbs to the Active grammar box.

**b** ▶  1.3 Ss listen and check their answers before doing a class check. Ss then practise saying the dialogues in pairs. Draw Ss' attention to the Reference on page 19 and elicit the auxiliary verbs in the examples.

#### Active grammar

- |         |           |
|---------|-----------|
| 1 did   | 6 haven't |
| 2 Does  | 7 don't   |
| 3 Have  | 8 have    |
| 4 Are   | 9 is      |
| 5 don't |           |

**6** ▶ Ss read and correct the mistakes in the four dialogues. Let them compare with a partner and then get feedback from the whole class.

#### Answers

- 1 A: What subjects do you like reading about?  
A: Are you? What sports do you like?
- 2 B: I don't worry much. I guess sometimes I worry about money.  
A: Do you? I do too.
- 3 A: Do you use the Internet a lot?  
B: No, not really. I don't have time. Do you?
- 4 B: No, I haven't. What about you?  
A: Yes, it was.

#### OPTIONAL EXTENSION

Put Ss into pairs. Each pair chooses one dialogue from exercise 6 and personalises the information. Ss then act out their dialogues for another pair or the whole class.

## Pronunciation | intonation in echo questions

**7a** ▶ Ss do the task individually, using part C of the Active grammar box to help them. Ss can then check in pairs, but do not do a class check.

**b** ▶  1.4 Play the recording. Ss listen and check their answers. Get feedback from the whole class.

#### Answers

- |            |              |
|------------|--------------|
| 1 Do you?  | 5 Are you?   |
| 2 Has he?  | 6 Do you?    |
| 3 Are you? | 7 Have they? |
| 4 Did you? | 8 Does he?   |

**c** ▶ Play the first question and answer again and write the echo question on the board. Elicit whether Ss think it shows interest or lack of interest (*interested*). Draw an arrow above the question and ask Ss: *Does the intonation*

*go up or down at the end? (up).* Play the remaining echo questions, using the same procedure for each one. Check that Ss have understood the difference between interested and uninterested intonation. Draw Ss' attention to the Pronunciation bank on page 164.

#### Answers

- |                |                |
|----------------|----------------|
| 1 interested   | 5 uninterested |
| 2 interested   | 6 uninterested |
| 3 uninterested | 7 interested   |
| 4 interested   | 8 interested   |

**d** ▶ Model the example with a student. Ss practise the other dialogues in pairs, adding extra information where possible. Get feedback from various pairs in the class. Explain to Ss that they shouldn't overemphasise their interest as this can mean they are being sarcastic which can have the opposite effect.

## Speaking

**8a** ▶ Read the instructions with the Ss and check understanding. Go through the example. Give Ss a few minutes to write the two things they are looking for.

**b** ▶ Tell Ss they are now going to go round the class, asking questions to find people who match their sentences from part a. Encourage Ss to use the forms they studied in the Active grammar box. Model the example, then get Ss to mingle to complete the activity. Get feedback from various Ss by asking them to report back on someone who they had something in common with.

#### OPTIONAL EXTENSION

Tell Ss that for the next lesson, they are going to find out about an activity, hobby or skill that is unusual or different. They should find out all they can. At the beginning of the next lesson, put Ss into groups of four and select a student in each group to start. The student starts with a statement on the subject they have researched as if it is their skill, interest or hobby, e.g. *I have a snail farm at home.* The other Ss in the group should ask questions to find out as much as they can, using the forms from the Active grammar box. Tell Ss that they have to keep asking questions and getting answers for at least ninety seconds. Then change the speaker. Continue until all four Ss have presented their topic.

## Reading and speaking

**9** ▶ Put Ss in pairs and give them two or three minutes to discuss the questions. Get feedback from the whole class and write the typical features of the Ss' culture/ cultures on the board. Tell Ss that these features might be considered the *stereotype* for their culture. Ask Ss: *Do you think all people in your culture are like this? Do you think stereotypes are helpful?* Then, discuss the Ss' answers to the last question as a whole class.

**10a** ▶ Put Ss in pairs and label pairs A or B. Ss A individually read and answer the questions on page 10, whilst Ss B individually read and answer the questions on

page 147. Ss then check the answers with their partner. At this stage, do not do a class check and do not give the correct answers.

#### Answers

- A
- 1 He called her 'gordita' – little fatty.
  - 2 She felt angry but didn't say anything.
  - 3 Everyone was shocked, and she felt embarrassed.
  - 4 He said that 'gordita' is something you say to people to show you love them.
- B
- 1 He ate as much as he could.
  - 2 They were surprised by how much he ate and worried he would be sick.
  - 3 He thought it would please his parents-in-law.
  - 4 He needed to lie down.

**b** ► Reform pairs with one student A and one student B. Tell Ss to tell their partners the story they read in their own words. Encourage Ss to do this with their books closed, only opening them if they really get stuck. In the class check, ask Ss B to tell you about Ss A's story and vice-versa. Then check the answers for exercise 10a with the whole class.

**c** ► Ask Ss in pairs to discuss any possible cultural misunderstandings they have had. In the class check, discuss some of these and ask Ss what could have been done to avoid the misunderstanding.

#### OPTIONAL EXTENSION

Ss think of a possible cultural misunderstanding to act out. Other Ss have to guess what the misunderstanding is and what could be done to avoid it.

## 1.2 How many friends?

In this lesson, Ss listen to someone talking about their friends. Through this context they study vocabulary for describing personality and practise pronunciation of 'ea'. They also use different strategies for making friends with a stranger. Ss read about the importance of having lots of friends which provides the stimulus for revision of the Present Simple and Present Continuous tenses.

### Listening

Cricket is one of the national sports of England and is played in many countries of the old British Empire (e.g. England, Australia, New Zealand, India, Pakistan, Bangladesh, Sri Lanka, South Africa, West Indies). It is played by two teams of eleven players with a bat and ball and a target called a *wicket*. The game is considered to be about four hundred years old and in recent years has expanded across the world so that it is now the second most widely played team sport in the world.

**1a** ► Ss discuss the questions in pairs. Change pairs and let Ss discuss again. Get feedback from various Ss, who report what their partners told them.

**b** ► <sup>1.5</sup> Play the recording, ask Ss to compare answers in pairs, then get feedback from the class. Ask Ss: *What is different about this friendship? (There are eighteen years between them.) Do you think you could be friends with Rob? Why/Why not?*

#### Answers

- 1 Rob
- 2 They met about three years ago while working at the same school.
- 3 Rob seems younger than he is; he's sincere, funny and kind. They have a lot in common and have the same sense of humour.
- 4 Rob likes cricket.

### Vocabulary | personality

**2a** ► Divide the class into pairs and ask the Ss to do the activity. Pairs then form groups of four to check their answers. Before doing a class check, elicit which adjectives are positive and negative and then let them check again.

#### Answers

- |                |               |
|----------------|---------------|
| 1 pleasant     | 6 upbeat      |
| 2 kind-hearted | 7 encouraging |
| 3 dependable   | 8 sulky       |
| 4 jealous      | 9 selfish     |
| 5 generous     | 10 mean       |

#### OPTIONAL EXTENSION

Ss act out a person with one of the characteristics and the other Ss have to guess which adjective is being shown.

**b** ▶ In pairs, Ss discuss the question and give reasons for their answer. Then have a class discussion.

#### OPTIONAL VARIATION

- 1) This can be done as a pyramid activity. Ss start in pairs and try and agree on the three most important adjectives. Then repeat the task with two pairs per group and then again with four pairs. Get feedback from the whole class.
- 2) With stronger classes, after the pairwork, one student comes to the board and argues why one adjective is important. Then other Ss in the class must give reasons why they disagree. If the Ss cannot defend one of the objections, then the student who made the objection comes to the board and the process starts again. At the end of the time allocated, the adjective being defended is the winner.

**c** ▶ Ss do the activity in pairs. Get feedback from various Ss.

### Pronunciation | sounds and spelling: 'ea'

**3a** ▶  1.6 Ss listen to the words and put them in the correct column.

#### Answers

/i:/ upbeat, mean	/ɪə/ fearful
/e/ pleasant, jealous	/a:/ kind-hearted

**b** ▶  1.7 Play the recording and get Ss to repeat the sounds as they are played. Do a whole class check and then an individual check.

**c** ▶ Give Ss a minute to add more words to each column and another minute to check in pairs. Then ask Ss to read out their words with the correct pronunciation. Ss can refer to the Pronunciation Bank on page 163 for more examples.

### Speaking

#### OPTIONAL WARMER

Write the following on the board:

*'Strangers are just friends waiting to happen.'*

– Rod McKuen (American poet, composer and singer)

Check that Ss understand the meaning of the quote.

Ask Ss: *Do you agree with this quote? Why/Why not?*

**4a** ▶ Ss discuss the questions in pairs and then compare with another pair. Get feedback from the whole class.

**b** ▶ Ss study the How to... box and put the headings in the correct place. Ask Ss to point out the key words that helped them choose the correct answer. Then drill the conversation starters as a whole class.

Answers	B on public transport
A at a bus stop	C at a party

#### OPTIONAL EXTENSION

With stronger classes, you might brainstorm more conversational starters using a variety of situations, e.g. on a beach, in a class.

**c** ▶ Do this as a whole class activity. To begin with, read out one of the conversation starters and ask one of the Ss to respond. Then check if people think this is a good response (make sure Ss understand that they have to provide stimulus for further conversation, rather than answering 'yes' or 'no'). The S who answered now chooses another conversation starter and chooses another student to respond. Continue with this for a few minutes until the conversation starters have been used a few times. Decide with the rest of the class on the best responses.

**d** ▶ Ss do the activity in pairs. The pairs then give their script to another pair to act out.

#### OPTIONAL EXTENSION

This should be done like musical chairs. Agree with the Ss on a situation, e.g. a party. Ss then mingle trying to start a conversation with a 'stranger'. If two people can have a conversation which involves more than two turns, they can sit back down. e.g. *A: Have you tried the chicken? It's delicious. B: No I haven't. Is there any left? A: Yes there is, would you like some? B: Yes, please.* The last two people left standing are out and have to write a script for the situation. You can then decide on another situation and start again. The last pair left in the game are the winners. The losing pairs can then act out their scripts in front of the class. The winning pair can also model their conversation. In classes of more than ten students you could divide the class into two separate teams.

### Reading

Social networking sites such as Facebook or Twitter are becoming increasingly popular with people of all ages. They allow you to create a profile of yourself, contact friends or people you knew in the past and, indeed, make new friends. People can upload photos, make comments on each other's news and photos and chat to each other in real time through a messenger service. Facebook always implies a two-way relationship as you cannot follow another person's life unless they accept you as a friend. With Twitter, however, the relationship can be one way and you can follow the life of people who don't even know you exist. MSN is a messenger service where people can communicate in real time and it's also a search engine. Ebay is a website where people buy and sell things.

**5a** ▶ Ss discuss the statements in pairs. Elicit feedback, but do not give the correct answers. If Ss think an answer is false, ask them to provide the correct answer.

**b** ▶ Ss read and check their answers. Give them no more than three minutes to do this. Let them check their answers in pairs before doing a class check. If the answer

is false, elicit the correct answer. Check how many of their predictions from exercise 5a Ss got right.

#### Answers

- 1 T
- 2 T (but they are not all close friends)
- 3 F (130 is the average)
- 4 F (about five)

**6** ▶ Give Ss about four minutes to do this activity before letting them check in pairs. Get feedback from the whole class. Ask Ss: *Which answers are you surprised by? Why? Do you agree with the article? Why/Why not? Can you name five 'true friends'?*

#### Answers

- 1 two percent of salary
- 2 because people with better social skills do better in the workplace
- 3 100
- 4 more than 300 million
- 5 although we may know more people, we will still have the same number of close friends

**7** ▶ Ss read the different comments in pairs and decide which opinions they agree or disagree with. Then get feedback from the whole class, making sure Ss can justify their answers.

**8** ▶ Ss discuss the questions in pairs. Get feedback from the whole class and elicit reasons for their answers.

## Grammar | Present Simple and Present Continuous

### OPTIONAL GRAMMAR LEAD-IN

Write the following sentences on the board:

1 *I am a teacher.* 2 *I'm wearing ...* (complete this sentence with something you are wearing that day). In pairs, Ss discuss the difference between the two sentences.

Elicit/explain that the first sentence describes a general state and that the second sentence is something which is true at that moment. Ask Ss what the names of these two grammatical structures are (Present Simple and Present Continuous). Ss write two similar sentences about themselves, one using the Present Simple and one using the Present Continuous. Ss read their sentences to their partner. Check the sentences as a whole class.

**9a** ▶ Ss read sentences (1–5) in the Active grammar box and match them with the rules (A–E).

#### Active grammar

- |     |     |     |
|-----|-----|-----|
| 1 B | 3 E | 5 D |
| 2 C | 4 A |     |

**b** ▶ Write *I hate cheese* and *I'm hating cheese* on the board. Ask Ss if they think both sentences are correct. Elicit which one is incorrect (*I'm hating cheese*). Elicit that some verbs, especially those that refer to a state and not an action, can only be used in the simple form. Ss then complete the task individually and check in pairs. Get feedback from the whole class. Refer Ss to Reference page 19. Ask Ss: *What structure do we use for habits/routines, things that are true/permanent or describing a state? (Present Simple). Do we use the Present Continuous for describing things that are happening now? (Yes.) Do we use the Present Simple for temporary situations that are happening around now? (No, we use the Present Continuous.)*

#### Answers

Action verbs: go, do, eat, play  
State verbs: believe, like, need, want, understand  
Both: live, think, have

**10** ▶ In pairs, Ss complete sentences 1–10 using the correct Present Simple or Present Continuous form of the verbs in brackets.

#### Answers

- |                   |                     |
|-------------------|---------------------|
| 1 Are you reading | 6 are you living    |
| 2 doesn't work    | 7 Do you understand |
| 3 need            | 8 are you thinking  |
| 4 Do you want     | 9 don't want, hate  |
| 5 don't have      | 10 'm staying       |

**11** ▶ Write the prompt from number 1 on the board: *What/you/do?* and ask Ss students to make a question about a job. (*What do you do?*) Write the full question on the board. In pairs, Ss make questions from the other prompts (2–10). Ss compare their answers with another pair. Check answers with the whole class.

#### Answers

- 1 What do you do?
- 2 What are you doing at work/school at the moment?
- 3 How often do you go out with friends?
- 4 What do you like doing?
- 5 What films do you like watching?
- 6 What do you usually do at the weekends?
- 7 Are you reading a good book at the moment?
- 8 Are you playing/watching any sports these days?
- 9 Why are you studying English this year?
- 10 Are you doing any other courses at the moment?

**12** ▶ Ss ask their partners the questions from exercise 11 and note down the answers. Get feedback from the whole class.

## 1.3 Brotherly love?

In this lesson, Ss listen to people talking about someone they fell out with. They then read about the Dassler brothers and through this text, look at the grammar of the Present Perfect Simple and the Past Simple.

### Listening and speaking

#### OPTIONAL WARMER

Write these words on the board: *fight, argue, discuss, fall out with*. In pairs, Ss talk about the meaning of these words/phrases and decide which word is the odd one out. (Answer: *discuss* is the odd one out as it does not necessarily imply a disagreement.)

**1a** ▶  1.8 Focus Ss' attention on the photos. In pairs, Ss decide what the relationship is between the people in each photo. Get feedback from the whole class. Play the recording. Ss listen and match each speaker with a photo. Ss compare their answers in pairs before checking with the class.

#### Answers

1 B                      2 A                      3 C

**b** ▶ Ss listen again and complete the notes in the table. Pause between each speaker for Ss to write their answers.

**c** ▶ Ss check their answers in pairs.

#### Answers

Speaker	1	2	3
Who do they talk about?	father	Romina – best friend	Sarah – a colleague
How long have they known/ did they know each other?	all his life	twelve years	one year
Why/When did they fall out?	Aged fifteen; he came home at five in the morning and didn't call to say he'd be late.	They had an argument over money while they were on holiday last year.	Sarah was unfriendly and said bad things about her. She said she was lazy and a bad worker.
How is their relationship now?	Fine – he has always been very kind to him.	They haven't seen each other since then.	There is no relationship. She doesn't know what Sarah is doing now.

### Vocabulary | arguing

**2** ▶ Check that Ss understand the meaning of *argument*. Put Ss in pairs to guess the missing words. Then play the recording for Ss to listen and check their ideas, before checking with the whole class.

#### Answers

get angry	have an argument
lose your temper	have a (huge) row
see red	fall out over something

**3** ▶ Ss discuss the questions in pairs or small groups. Monitor and note down errors. Write the errors on the board and encourage Ss to self-correct.

### Reading

Adidas and Puma are two of the leading brands of sports equipment and in particular sports shoes. The companies were founded by two brothers, Adolph and Rudolph Dassler, who fell out with each other and became rivals. Adidas has generally been the more successful company, reflected in their deal with football star David Beckham to wear their sports clothes. This deal was reputedly worth \$150,000,000 to Beckham. The photo shows a statue of Adi Dassler in the brothers' hometown in Germany, with Argentinian footballer Lionel Messi who also endorses Adidas boots.

Run DMC was an American hip-hop band, particularly popular in the 1980s. They were ranked forty-eighth by *Rolling Stone* magazine in their list of the greatest musical acts of all time.

Mohammad Ali (1942–) is considered to be the greatest boxer of all time. Born Cassius Clay, this American boxer won the Heavyweight world title three times. He only lost five fights in a career of sixty-one fights. In 1999, he was crowned sports personality of the century by BBC television.

**4a** ▶ Focus Ss on the words in the box. In pairs, Ss try and predict what the story will be about. Get feedback from the whole class and write some ideas on the board. At this stage, don't confirm any answers.

**b** ▶ Ss read the text to find the correct answers. Get feedback from the whole class, comparing the answers with their predictions.

#### Answers

an argument: The Dassler brothers argued, which led them to found separate companies, Adidas and Puma.  
 a business: The brothers formed a shoe company together  
 a nickname: Adolph Dassler's nickname was Adi, which later became part of his company's name.  
 a shoemaker: The Dasslers' father was a shoemaker.  
 a wild cat: Puma was named after a wild cat.  
 the 1932 Olympic Games: The Dassler brothers' first company provided the shoes for Germany's athletes at the 1932 Olympic Games.

**5** ▶ Ss read the text again and mark the sentences true (T) or false (F). Encourage Ss to correct the false sentences. Check the answers with the whole class.

**Answers**

- 1 F (He was a shoemaker.)
- 2 T
- 3 F (They probably argued about money or women.)
- 4 T
- 5 F (Adidas is more successful than Puma.)
- 6 F (Some of the Adidas and Puma employees still don't talk to each other.)

**6** ▶ Ask Ss: *What do you do when you find an unknown word in a text? Do you (a) Look it up in a dictionary? (b) Ignore it? (c) Try and work out its meaning?* Ask Ss to discuss this in pairs and give reasons for their answers. Get feedback from the whole class. Explain that always looking up words in a dictionary can make reading very slow and boring, while sometimes ignoring words means you might miss something important. Read through the Lifelong learning box with the Ss and check understanding. Focus Ss on the definitions 1–4. Brainstorm any synonyms for the words that the class might know before putting Ss in pairs to find the words in the text.

**Answers**

- 1 supplied
- 2 founded
- 3 relocated
- 4 market leaders

**OPTIONAL EXTENSION**

Ss make short paragraphs or sentences using words they know but think their colleagues don't know. Then pass the sentences to other Ss to try and guess the meaning from the context.

**7** ▶ In pairs, Ss take turns to retell the story. Remind Ss to use the phrases from exercise 2 and the verbs from exercise 6.

**Grammar** | Present Perfect Simple and Past Simple**OPTIONAL GRAMMAR LEAD-IN**

Write the following sentences on the board.  
 1 *I lived here since 2001.* 2 *I have seen him yesterday.*  
 Tell Ss that the sentences are not correct. In pairs, Ss correct the sentences. Get feedback and write the corrections on the board, underlining the verbs: 1 *I have lived here since 2001.* 2 *I saw him yesterday.*  
 Elicit the names of these structures: 1 *Present Perfect Simple.* 2 *Past Simple.* In pairs, Ss discuss why we use these structures. Get feedback from the class.

**8a** ▶ Ss read the sentences and decide individually if they are examples of the Present Perfect Simple or the Past Simple. Ss check in pairs and try to create a rule for the difference between the two structures. Get feedback from the whole class.

**Active grammar**

- |                   |                   |
|-------------------|-------------------|
| 1 Present Perfect | 5 Past Simple     |
| 2 Present Perfect | 6 Past Simple     |
| 3 Past Simple     | 7 Present Perfect |
| 4 Present Perfect | 8 Present Perfect |

**b** ▶ Focus Ss on the Active grammar box. They choose the correct options individually, then compare answers in pairs. Check the answers with the whole class. Then refer Ss to the Reference on page 19.

**Answers**

- 1 Past Simple
- 2 ago, for
- 3 Present Perfect Simple
- 4 period, point
- 5 Present Perfect Simple
- 6 not yet, already

**OPTIONAL EXTENSION**

Get Ss to look back at the sentences from exercise 8a. Using the Active grammar box, elicit why the Present Perfect Simple or Past Simple is used in each sentence.

**9** ▶ Ss read the three short texts and choose the correct answers individually before checking in pairs. Check answers with the whole class and encourage Ss to give reasons for their choices.

**Answers**

- |               |                 |
|---------------|-----------------|
| 1 have played | 3 played        |
| 2 starred     | 4 has had       |
|               | 5 hasn't learnt |

**10** ▶ Focus Ss' attention on the words in the box. Ss do the task individually and then compare answers in pairs. Get feedback from the whole class. Elicit rules as to where these words normally appear in the sentence.

**Answers**

- |         |           |        |
|---------|-----------|--------|
| 1 since | 3 already | 5 for  |
| 2 ago   | 4 yet     | 6 just |

**Speaking**

**11** ▶ Put Ss into pairs to discuss the question for a few minutes. Encourage Ss to think of at least two advantages and two disadvantages. Then put Ss in groups of four to share their information and come to an agreement. Get each group to report back their decision. Perhaps Ss in your class have worked in a family company. Encourage them to share their experiences.

## 1 Vocabulary | phrasal verbs

In this lesson, Ss look at phrasal verbs connected to the theme of families and relationships. Ss then use these phrasal verbs to talk about their childhood and family.

### OPTIONAL WARMER

Write the following phrasal verbs on the board: *look after, get on with, carry on, grow*. Ask Ss which is the odd one out and why. Answer: *grow* because it is not a phrasal verb. Explain that phrasal verbs are formed with a verb and a preposition, a verb and two prepositions, or a verb and an adverb.

**1a** ► Ss read the text and answer the questions. Check the answers with the whole class.

#### Answers

- 1 English and French because she was brought up in France, but her parents were English.
- 2 English because the English student should have been practising her French.
- 3 Because she wanted to be like the English student. She wasn't successful because she wasn't really artistic.

**b** ► Get Ss to find *brought up* in the text. Elicit again what the difference is between a normal verb and a phrasal verb. Ss work in pairs to find the other phrasal verbs.

#### Answers

grew up, looked after, told off, carried on, got on, looked up to, took after

**2** ► Ss discuss the meaning of the phrasal verbs from exercise 1 and write a definition for each one. Get feedback from the whole class. Ss match the phrasal verbs from column A with the definitions in column B, referring to the text from exercise 1. Check answers with the whole class.

#### Answers

- |     |     |     |
|-----|-----|-----|
| 1 c | 4 g | 7 a |
| 2 h | 5 d | 8 b |
| 3 e | 6 f |     |

**3** ► Ss do the activity individually and then check their answers in pairs. Remind them to change the form when necessary. Get feedback from the whole class.

#### Answers

- 1 take after
- 2 get on
- 3 grew up
- 4 carried on
- 5 told me off
- 6 brought up
- 7 look up to
- 8 looked after

**4** ► Put Ss in small groups to read the questions. Ss answer the questions in their groups. Get feedback by getting various Ss in each group to tell the class one interesting thing about another member of their group.

**5** ► Think of an example of something you have learned recently and tell the class how you learned it, including whether you used any techniques to remember things. Ask Ss how they record and remember new vocabulary and brainstorm ideas on the board. Read through the Lifelong learning box with the Ss. Ask them to write one (or more) of their answers from exercise 4, using a phrasal verb, on a clean piece of paper. Then put Ss back into their groups of three and four. One person collects the papers, shuffles them and hands them out. Each student reads out their sentence(s) and the other Ss guess whose it was.

## 1 Communication

Online dating is one of the fastest growing services on the Internet. In a world where more people have full-time jobs and less time for social activities, finding a date online is becoming increasingly popular, especially amongst the 'babyboomer' generation (people born between 1946 and 1964). As well as online dating agencies which charge a fee, there are free sites, too. You can also date in virtual reality or using Skype or other video-enhanced services. You can also meet partners through social networking sites.

In this lesson, Ss talk about meeting a new partner. They find out more about Internet dating through the listening and how people describe themselves on these sites. They study phrases that can be used to describe someone's qualities and finish by writing their own profiles.

**1a** ► Put Ss into small groups to discuss the different ways of meeting a new partner. Get feedback from the whole class. Elicit any other good places to meet a new partner.

**b** ►  1.9 Read through the questions and elicit possible answers for question 1. Write some ideas on the board. Ss listen to the recording and compare answers in pairs. Check the answers with the whole class. If necessary, play the recording again before giving the answers.

### Answers

- 1 seven million
- 2 sites for: readers of particular newspapers, animal lovers, classical music fans and beautiful people
- 3 rather than writing your own profile, a friend describes you

### OPTIONAL EXTENSION

Ask Ss about Internet dating sites. Ask Ss: *What sort of people use them? Would you think of using them? Why/Why not? Do you think they are good idea for a business? Why/Why not?*

**2** ► Ss do the activity individually and then check in pairs. Get feedback from the whole class. Ask Ss what they think of the descriptions. Are they reliable? Why/Why not?

### Answers

- 1 Nadia and Richard went to school together.  
Sam and Jenna shared a house at university.
- 2 Nadia: genuine, loyal and honest, thoughtful and caring, funny, lively  
Sam: great sense of humour, never dull, has an opinion on everything, good listener, kind and fun, sporty
- 3 Nadia: fabulous cook, famous for her dinner parties, enjoys socialising  
Sam: sporty, likes mountain climbing and surfing

### OPTIONAL VARIATION

Ss do the activity in pairs. One student reads about Nadia and finds the answers while the other student reads about Sam. Ss then share their answers before doing a class check.

**3** ► Read through the qualities with the Ss. Elicit which phrase includes a phrasal verb (*get on with*) and its meaning. Also elicit the meaning of the following: *sense of humour, fun to be around, life and soul of the party, never a dull moment*. Ss think about which five qualities they would choose. Ss compare their answers in pairs and then with another pair. Finally, get feedback from various groups.

**4** ► Read through the instructions. Use Sam's profile and ask Ss to underline where the four points are covered in his profile. Check with the whole class. Then give Ss ten minutes to write their friend's profile. Encourage them to use at least two of the phrases from exercise 3.

### OPTIONAL EXTENSION

Collect the profiles in and shuffle them up. Then put Ss into small groups. Give each group three or four profiles. Groups should check and correct the profiles and then decide on the profile that is most likely to succeed. These should then be presented to the rest of the class for other Ss to comment on.

## Review and practice

1 ▶

### Answers

- |       |         |           |
|-------|---------|-----------|
| 1 is  | 4 Have  | 7 has     |
| 2 Has | 5 don't | 8 Doesn't |
| 3 are | 6 Are   | 9 Haven't |

2 ▶

### Answers

- |                |            |
|----------------|------------|
| 1 A: Do        | 5 A: Do    |
| B: are         | B: are     |
| 2 A: Do        | 6 A: Have  |
| B: don't       | B: haven't |
| 3 A: Are       | 7 A: are   |
| B: don't       | B: 'm/am   |
| 4 A: Do        | 8 A: Have  |
| B: don't, have | B: have    |

3 ▶

### Answers

- |                     |                     |
|---------------------|---------------------|
| 1 don't feel        | 7 Are you doing     |
| 2 don't know        | 8 'm/am dealing     |
| 3 'm/am working     | 9 think             |
| 4 'm/am helping out | 10 get up           |
| 5 'm/am enjoying    | 11 'm/am getting up |
| 6 like              | 12 hate             |

4 ▶

### Answers

- |                 |                   |
|-----------------|-------------------|
| 1 left          | 5 worked          |
| 2 've/have done | 6 came            |
| 3 've/have been | 7 've/have bought |
| 4 got           | 8 've/have been   |

5 ▶

### Answers

- |             |               |
|-------------|---------------|
| 1 stranger  | 6 sympathetic |
| 2 in common | 7 looks up to |
| 3 fluent in | 8 carried on  |
| 4 saw red   | 9 keen on     |
| 5 generous  | 10 lost touch |

## Writing bank

See page 153 in the Students' Book

1 ▶ Ss read the emails and make notes in the table.

### Answers

	Tomas	Margarita
Job	works in an office	teacher
Interests	snowboarding, skiing, music	walking, cycling, watching films
Family	–	husband and two children.

2 ▶ Ss read the emails again and answer the questions.

### Answers

Tomas's email is informal.  
Margarita's email is semi-formal.

3a ▶ Ss look at the 'informal' features in the How to... box and find an example of each in email A.

### Answers

- 1 I LOVE it!!!
- 2 Also listen to a lot of music. Can't wait to find out all about you!
- 3 What bands do you like? I love Lady GaGa. Cool.
- 4 :)
- 5 I LOVE it !!!
- 6 Hi there,
- 7 Cheers

b ▶ Ss complete the How to... box with words from email B.

### Answers

- 2 Using
- 3 longer
- 4 Not using
- 5 Not using many
- 6 Dear
- 7 Best wishes

4a ▶ Ss make notes about their job, studies, family and interests.

b ▶ Ss write a reply to Margarita, using a semi-formal email style.